Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Communication Studies (COMS)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Like most departments, Communication Studies encountered a greater-than-usual number of barriers in the years since last completing a comprehensive program review.

Pandemic
The pandemic closed our campus on March 13th, 2020, forcing our faculty to completely re-build their pedagogical skillset from the ground up and convert our classes into an online modality. This posed a unique challenge for the Communication Studies Department because the majority of our classes are dependent upon access to face-to-face communication. Indeed, our department did not offer any courses in any DE modality prior to the pandemic. The IGETC Standards (2022) assert that courses fulfilling the Oral Communication requirement (1C) "must include faculty-supervised, faculty-evaluated oral presentations in the presence of others." This meant our faculty needed to make dramatic adaptations to our coursework in order to offer courses in an online modality while still respecting IGETC

Our department met the challenge in several ways. First, we immediately scheduled an inter-campus meeting with the Communication Studies departments at our sister campuses. We discussed best practices for teaching online and offered support for one another, ensuring we would be able to continue instruction after the initial one-week break that followed our March 13th campus closure. Second, several members of our department completed both the SDCCD "Canvas Online Training Certification Program" and the "Mesa Buddies Distance Education Training." To date, over 90% of the faculty in our department are DE-certified.

Our outcome data validates the efficacy of this response. During the Spring 2020 semester, we were able to maintain a 76% success rate, compared to the campus-wide success rate of 72%. Likewise, our retention rate was 83%, compared to the campus-wide retention rate of 80%. The data show that we repeated this success during the Fall 2020 semester, when we maintained a success rate of 76%, compared to the lower campus-wide success rate of 73%. Our retention rates followed the same trend that semester as we maintained a persistence rate of 88%. Collectively, our department showed that we are adaptable, innovative, and dedicated to meeting the needs of our students.

However, we are aware that challenges still persist in this area. Now that we are phasing back to the in-person modality, we are seeing a growing disparity between the success/retention rates of our in-person courses compared to our online offerings. For example, in Spring 2022, our success rate was 78% for in-person classes, while our DE courses (e.g., asynchronous and remote) had a success rate of 72%. In that same semester, our face-to-face retention rate was 86%, while our DE courses had a retention rate of 88%. This means students are more drawn to our classes in the online modality, but are less likely to succeed in them.

AB-928
While most departments were settling into a post-COVID educational landscape, Communication Studies departments across the state were met with another existential crisis—the end of our discipline.

The Student Transfer Achievement Reform Act of 2021 (AB-928) mandated that CSUs, UCs, and CCs utilize a single transfer pathway for all students. The text of the bill necessitated a pathway of 34 units, which was a reduction from the 39 units required under the CSU-Breadth. Since the UC system is chartered and cannot be legislated, they had the upper hand in deciding which requirements should be cut from the IGETC/CSU-Breadth pathways. The UC system has never required Oral Communication for GE transfer; therefore, the most glaring and vulnerable discipline in the negotiation process was our own.

The potential elimination of the Oral Communication GE requirement for transfer had the potential to wipe out our department and the Communication Studies discipline as a whole. During a typical semester, COMS 103 Oral Communication and COMS 135 Interpersonal Communication (i.e., the two courses most commonly used to satisfy the GE requirement) account for over 90% of our total enrollment. Furthermore, most students do not enter college aspiring to major in COMS. It is not until they take their first COMS course (Oral Communication or Interpersonal Communication) that students express an interest in the field. This means the number of COMS AA/AD-T graduates from Mesa and, in turn, our transfer institutions, would have seen a dramatic reduction if students were not required to take an oral communication class. This also would have resulted in a

serious threat to the stability of our award-winning Speech & Debate Team as most students are recruited from our GE classes.

In response to this legislation, several of our faculty members attended a series of Zoom meetings, which included Communication Studies faculty from across the state, representing community colleges, the CSUs, and UCs. A plan was devised to present the Intersegmental Committee of the Academic Senates (ICAS) with white papers to argue for the retention of the oral communication requirement in the new CalGETC unified pathway. In total, six papers were presented to ICAS: (1) Oral Communication & Employment, (2) Accreditation Standards, (3) Civic Engagement & Social Advocacy, (4) Oral Communication & Equity/Completion, (5) Impacts of AB 928 – Legislative Crosswalk, and (6) Alumni/Student Narratives.

Dr. Kim Perigo played an active role by representing the community colleges when making oral arguments for ICAS. She also worked with the Faculty Association for California Community Colleges (FACCC) to raise awareness of legislative changes across our discipline and the importance of the faculty voice in all legislative matters. All faculty were encouraged to submit feedback to ICAS regarding the proposed CalGETC pathway. Collectively, our response to AB 928 protected our department, as the oral communication requirement was included in the new GE proposal.

Our next challenge will be on curriculum revisions to preserve the academic rigor that is being demanded by the UC system. We will be working with our colleagues across the state to make necessary adjustments that meet the requests of the UC while preserving the practical foundations of our performance-based classes. Additionally, the inclusion of oral communication in the new CalGETC pathway means we will likely see an increase in enrollment now that we will be serving UC-bound students who previously were not required to take an oral communication course.

Full-time Faculty Shortage
We began the Spring 2020 semester with 8 full-time faculty members. Since then, one of our full-time faculty members retired and another has declared their intent to retire. When compared to our Spring 2020 staffing, we can expect to see a 25% reduction to our full-time faculty within the next year or so.

Assembly Bill 1725 and implementing regulations (e.g., California Code of Regulations (CCR), Title 5, Sections 51025 and 53300 et. seq.) set a goal for percentage of hours taught/worked by full-time faculty at 75%.

However, we are currently operating below the 75% ratio of full-time faculty FTEF, our faculty headcount also reveals our over-reliance on adjuncts to meet the needs of our students. As of Spring 2023, our full-time faculty headcount is 7 (35% of total COMS faculty), while our adjunct faculty headcount is 13 (65% of total COMS faculty). Indeed, over the past four years, adjunct faculty represented 45% of our FTEF.

The impact of this has already impact our ability to recruit students into our discipline—we have observed a 44% decline in the number of Communication Studies degrees conferred, from 92 awards during the 18-19 academic year, to just 52 in 21-22. Furthermore, operating within a deficit of full-time faculty members poses the following challenges:
- Less representation on campus committees.
- Reduced number of office hours during which students can obtain valuable one-on-one time and mentorship with instructors.
- Fewer faculty members involved with the maintenance and modernization of curriculum.
- Mental and physical exhaustion of the faculty in COMS to cover all areas in need of representation.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
During the pandemic, our department moved to update all course outlines to be eligible for “fully online” designation. Prior to this movement, our courses were designated for “DE-emergencies only”. Thus, changing all course outlines for fully online DE designation was in response to the potential removal of emergency status. Since then, we have been working to bring more of our classes back on campus; however, with the popularity of the online modality among students juxtaposed with the benefits of in-person instruction for our discipline, this has proven to be a challenge.

Overall, the impact we have seen as an increase in enrollment for online sections, but lower success and retention rates compared to our in-person classes.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

Summary and Reflection

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
An analysis of data from the 18-19 academic year through 22-23 reveals several noteworthy trends.

Foremost, we observed a decline in the number of Communication Studies degrees conferred, from 92 awards during the 18-19 academic year, to just 52 in 21-22. This represents a 44% decline in awards over a 4-year period.

Similarly, we noticed a 7% decline in total enrollment from 3,931 in 19-20 to 3,675 in 22-23. A few of our courses felt the weight of these shifts more than others:
- COMS 111 = 66% decrease in enrollment
- COMS 104 = 62% decrease in enrollment
- COMS 160 = 43% decrease in enrollment
- COMS 170 = 63% decrease in enrollment
- COMS 180 = 62% decrease in enrollment

During this same period, the School of Humanities saw a 15% decrease in enrollment while Mesa College saw a 16% decline in enrollment.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
At the commencement of the COVID-19 pandemic, our equity gaps for student success were primarily reflected among Black/African American students (-9.2%), Filipino students (-7.7%), Latinx students (-8.%). Factors other than ethnicity also revealed equity gaps: military (-4.3%) and men (-9.0%). Still, our overall program success rate (76.3%) was higher than that of the School of Humanities overall (69%) and Mesa college (71.7%).

For Spring 2020, general observations were:
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities.
- DSPS equity gap was closed in the Communication Studies Department this semester, while the School of Humanities and Mesa College DSPS equity gaps remained.
- Women equity gap is smaller in the Communication Studies Department than Mesa College in the School of Humanities.
- Overall, success was greater in the Communication Studies Department than the School of Humanities and Mesa College.

During Fall 2020 semester, the country was still in full pandemic mode, which meant Communication Studies was operating in the DE format for all courses. Our equity gaps were still present, though we did notice some changes: Black/African American (-7.5%), LatinX (-8.5%), military (-1.3%), and men (-2.7%). Our overall program success rate (75.8%) was still slightly higher than the SOH (71.2%) and Mesa College (73.4%).

For Fall 2020, general observations were:
- African American equity gap in Communication Studies Department shrunk when compared to the previous semester.
- Filipino equity gap in Communication Studies Department shrunk when compared to the previous semester.
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- African American equity gap was smaller in the Communication Studies Department than Mesa College.

Summary and Reflection

Spring 2021 saw the continuation of distance education due to the extension of the pandemic. Our equity gaps continue to see improvement: Black/African American students (-6.4%) and Latinx (-9.2%). Equity gaps from the previous semesters were reduced, but also moved into the surplus realm: military (7.1%) and men (2.9%). Once again, our program success rate (75%) was higher than that of the SOH (70.9%) and nearly equal to the college (74.5%).

For Spring 2020, general observations were:

- African American equity gap in Communication Studies Department shrunk for the third consecutive semester.
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- DSPS equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- Military equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- DSPS equity gap was closed in the Communication Studies Department this semester.

Pandemic conditions continued into the Fall 2021 semester with all Communication Studies courses being offered in either a remote-synchronous format or a WEB-asynchronous format. Again, we saw changes in our equity gaps: Black/African American students (-3.6%), Latinx (-13.1%), and men (-2.3%). Our overall program success rate (71.3%) was still higher than the School of Humanities (68.5%), though dipped slightly below the college success rate for the first time (71.5%).

For Fall 2021, general observations were:

- African American equity gap in Communication Studies Department shrunk for the fourth consecutive semester.
- African American equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- Filipino equity gap was closed in the Communication Studies Department this semester.
- Filipino Students succeeded at higher rates in the Communication Studies Department than the School of Humanities and Mesa College.

Our first phase-in of on-campus classes occurred in Spring 2022. In total, 12.8% of our courses were offered in-person, which may have affected our outcomes as a program. The Communication Studies program had an overall success rate of 72.5%, which was higher than that of the School of Humanities (67.7%) and Mesa College (71.4%).

For Spring 2022, general observations were:

- In the Communication studies Department, the equity gap for African American students (-12.2%) was generally on par with the School of Humanities (-12.4%) and Mesa college (-12.2%).
- Filipino students in the Communication Studies Department had a positive equity gap (5.3%), compared to that of the School of Humanities (-1.0%).
- The equity gap for men in the Communication Studies Department (-2.3%) is on par with the School of Humanities (-2.3%) and Mesa College (-2.2%).

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Over the past six years, our department has regularly discussed our outcomes data at formal department meetings and during informal hallways conversations.

Our discussions generally conclude that our courses are performing better than the campus-wide outcomes; however, our equity gaps still persist. We brainstorm potential ways to close equity gaps, such as attending professional development opportunities, collaborating with other departments, and emphasizing more performance-based oral communication within our courses.

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The reduction in several of our equity gaps may have been due to the following factors:
- The Department Chair invites guest speakers to department meetings who discuss issues related to equity and student success.
- We continue partnerships with other departments to offer modified course sections that cater to specialized groups (e.g., COMS 103 through Black Studies, COMS 103 for student athletes during the summer session, etc.)

What other factors (internal or external) might also impact the above data trends and equity gaps?
The above data trends and equity gaps may have been influenced by the following factors:
- The pandemic had a disproportionate impact on minoritized groups.
- The switch to online teaching had a disproportionate impact on minoritized groups.
- Losing a full-time faculty member reduced the number of faculty members that we have who are more knowledgeable about campus equity services, and therefore reduced the number of faculty who can successfully connect minoritized students to the appropriate services.
- Online classes result in less time spent on campus, which equates to less student engagement, visibility, student validation, and sense of belonging.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
We have noticed in our 104, 160, 111, and 117 classes that students who are taking the online versions of 103 were not adequately prepared to excel in those subsequent sections. Additionally, our data demonstrates that our students are not doing as well in our online classes, and they are increasing our equity gaps. Overall, we have a 77% success rate for FTF COMS 103 and only 74% DE. The data set represents 12,697 students which means approximately 635 students failed that would have likely passed if they were in person. When we looked at equity gaps for African American and LatinX, we found a 3-5% difference and approximately 450 students from these groups failed in their DE classes. This means about 71% of our failure rate is African American or LatinX in DE modalities. We are no longer willing to accept greater equity gaps, particularly for our students of color.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Starting fall of 2025, out of both an abundance of caution as well as for pedological reasons, the FT faculty of our department have voted to offer all of our performance classes (COMS 104, 111, 117, 160) in person only, with the exception of CCAP.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
In Year 4, the Executive Summary updates are mostly about tightening the story with the most recent data while keeping continuity with what we documented earlier. Overall, our success rate has stayed fairly steady across the last several years, and Fall 2025 shows a real uptick (79.2%) when you compare it to the pandemic-era success rates we cited in the original narrative (for example, the 76% success rates we reported in Spring 2020 and Fall 2020).

We also need to adjust how we talk about distance education. Earlier language pointed to a gap between in-person and DE outcomes as we phased back (for example, Spring 2022 showed higher success in face-to-face sections than in DE). However, the Fall 2025 data show meaningful improvement in our asynchronous and remote classes. In that term, those sections posted an 88.4% success rate and a 95.6% course completion rate.

Alongside that, we should include a clear snapshot of where we are now with modality and the decisions behind it. By Spring 2026, we've made a strong transition back to face-to-face instruction. Only about 8% of our sections are online, and the majority are being offered on campus. This aligns with the direction we documented in our action planning, where we significantly reduced online offerings because online sections were associated with larger equity gaps, and we intentionally shifted scheduling back toward in-person delivery. Taken together, the update is less about "online vs. in-person" as a problem and more about the fact that we're offering fewer online sections, while strengthening the quality and outcomes of the ones we do offer.

Finally, the Data Reflection portion that's referenced in the Executive Summary should update the degree numbers: in 2024–2025, we awarded 34 Communication Studies associate degrees. That number points to a clear opportunity for growth in the next program review cycle, especially as we continue working on pathways, scheduling, and student progression through the COMS sequence.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
The Data Reflection section should be updated to incorporate recent enrollment context that contrasts with the broader campus and school-level declines discussed earlier. Specifically, the department's total enrollment of 4,362 in the 2024–2025 academic year represents a 16% improvement over pre-pandemic numbers, which reframes the narrative from pandemic-era stabilization and college-wide contraction toward clear evidence of departmental recovery and growth.

The equity-gap discussion should also be updated to include the 2024/2025 annual picture across all modalities. The current semester-by-semester snapshots can be extended with the following 2024–2025 equity gaps: Asian (+8.5%), Black/African American (-7.2%), Filipino (+6.9%), Latine (-7.0%), Native American (-3.0%), and Pacific Islander (-3.3%). This update allows the section to show where gaps have improved, where they persist, and where there are emerging areas of concern that may not have been visible in earlier semesters.

In particular, the narrative should note that the equity gap for students identifying as Black/African American has shrunk to -7.2% and is closely aligned with the campus-wide equity gap for the same population (7.0%). That comparison strengthens the interpretation by situating departmental performance within the broader institutional pattern rather than presenting it as isolated.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
During 2024/2025, our outcomes assessment process followed a pretty consistent "set a benchmark, assess, disaggregate, discuss, adjust" cycle. For example, several CLOs use a 75% competency benchmark and assess student performance using multiple measures (e.g., exams, written assignments, presentations, quizzes, and participation), with competency reflected through overall course performance aligned to the CLOs. In COMS 135 (Fall 2024 reporting), we assessed 44 sections and 1,322 students, with 1,100 meeting competency, and the benchmark was met.

A key "closing-the-loop" piece in 2024/2025 is that we are not just looking at overall results. We are explicitly disaggregating and using the data to guide scheduling and modality decisions, especially where equity gaps are tied to modality. The report notes persistent equity gaps by course modality for students of color (including a large gap for Black/African American students in online sections) and states that the department will use these disaggregated results to inform scheduling moving

forward. This connects directly to unit goals/action plans focused on reducing equity gaps and improving equitable outcomes over time.

This is also where the outcomes work lines up with resource requests, especially hiring. In the course assessment report, "Hiring" is observed as a needed resource category, with the rationale that additional hiring would allow us to offer more in-person sections (and therefore test whether modality-driven scheduling changes help close equity gaps). That connects cleanly to our broader program review action plan of continuing to submit FHP requests and the documented progress of earning positions and interviewing candidates to strengthen full-time capacity and student support.

Finally, the assessment process is clearly tied to department-level discussions and practice changes. The report describes how results are brought to faculty through department meetings and informal conversations, and how those conversations shape decisions about modality and course pathways. We are also using assessment findings to think about upstream preparation and prerequisites (e.g., how COMS 103/COMM C1000 modality affects readiness for advanced performance courses), which aligns with our broader action-plan emphasis on using evidence to guide scheduling, sequencing, and student success supports.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
In Year 4, the prompts also need to make space for the kinds of targeted supports and access work we've been building. One example is the pilot work with Athletics to create special sections of COMS 103 and COMS 135 designed around the needs of student athletes, with positive early results from the Summer 2023 pilot. Another is the student-facing guidance we've created: a Canvas module instructors can drop into their courses that encourages students to take more COMS classes, explains sequencing, and links students directly to the class search tool and registration services.

Finally, the "other factors" side of Practice Reflection needs to include the broader systems and infrastructure work that shapes student success, even when it's not happening inside a single classroom. That includes upgrading our speech-recording tech (new cameras with clearer video/audio, plus a thumb-drive port so students can easily retrieve and review speeches). It also includes our collaboration work and external shifts: working with counselors and the SDMC Communications Office on enrollment strategies, and updating promotional materials to align with Cal-GETC and Common Course Numbering changes.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Meet state-recommended standard for FT to PT faculty of 75%/25% by the end of this 4-year program review cycle.

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Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** The department will continue to submit FHP requests annually until we hire enough full-time faculty to maintain and/or improve the efficiency of our program. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Our department applied for and earned a new Full Time/Tenure-Track Communication Studies position during the 2024/2025 program review Cycle (the second position that we have earned in two years). We are currently in the process of interviewing candidates for this position. Our new FT Faculty member will start during the Spring 2026 semester. Including this hire, our department will have 7 FT Faculty members. We are scheduled to offer 51 sections during the Spring 2025 semester. Out of those, 35 sections are scheduled to be taught by FT Faculty. According to this, 68.8% of our course will be led by FT Faculty while 31.2% will be led by adjunct instructors. This shows that we have made significant progress towards attaining our goal of meeting the state-recommended standard for FT to PT faculty of 75%/25%. Additionally, we will continue to apply for new FT Faculty positions in this and future years until we meet our goal. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 11/30/2024 **Action Plan Update**: We are going to request another full time position during the 2024/2025 academic year. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 12/04/2023 **Action Plan Update**: Our FT to PT faculty ratio has remained consistent since our last report (i.e., 35% FT faculty). However, it's essential to note that one FT faculty member will retire at the end of the Spring 2024 semester, which will cause our already concerning FT to PT ratio to worsen. We are taking proactive steps to address this gap in our FT faculty numbers. During this program review cycle, we are submitting a request to hire additional FT faculty. To ensure the continued quality and stability of our program, it is imperative that we prioritize the hiring of new FT faculty members. This will not only help in filling the gap left by retirements but also provide much-needed support to our department, ensuring our ability to deliver on Mesa College’s commitment to equity and excellence. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
	Submission Date: 12/04/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: We continue to submit FHP requests, and will submit at least on during the 2023/2024 academic year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Earned a full time faculty position with last year's FHP request. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/30/2024 **Action Plan Update**: We are currently in the process of interviewing candidates to fill the FT position that we earned. The new candidate will start during the Fall 2025 semester. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Decrease all existing equity gaps by at least .5% each year.

Unit Goal: Goal 2: Decrease all existing equity gaps by at least .5% each year.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational

resources and support services. (✓)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Hire new full-time faculty to bring new ideas to the department and hold office hours that support student engagement. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2024 **Action Plan Update**: We earned a full time faculty position with last year's FHP request and we are currently in the process of interviewing diverse, equity-driven candidates who could fill that position. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Invite guest speakers to department meetings to discuss equity initiatives. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/04/2023 **Action Plan Update**: Professor Bryan Malinis, in collaboration with Allison Gurganus, is developing a user-friendly "research guide" where students can easily find relevant library resources aligned with their Communication Studies courses and assignments. For instance, students can visit the Communication Studies library guides website, select their course, and then choose their assignment, gaining access to a curated list of library resources specifically designed to assist them in completing that assignment. By linking specific library resources to the requirements of our courses, we aim to make the library more accessible by simplifying the research process and providing targeted assistance to our students. Dr. Allison Gruganus discussed this resources at a department meeting on 8/18/23. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 11/27/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Review equity gaps consistently at department meetings and disaggregate by ethnicity and modality. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Professor Veronica Gerace constantly raises the topic of equity gaps at department meetings, ensuring that closing equity gaps remains a top-of-mind priority for our department. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: Dr. Bryan Malinis discussed the impact of equity gaps on enrollment in a Communication Studies department meeting on 8/18/23 and 10/13/23. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Maintain connection with equity-driven campus bodies, to ensure that the Communication Studies Department is up to date on best practices related to promoting equity. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/27/2025 **Action Plan Update**: Professor Veronica Gerace has worked with colleagues across the district to develop Instructional recommendations to positively impact the success of Black Students in our district. These concrete recommendations, adopted by each of the three four-credit colleges, provide ideas for instruction that all COMS faculty can implement to reduce equity gaps for all students. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/30/2024 **Action Plan Update**: Professor Bryan Malinis continues to engaged with the LGBTQ+ Task Force and bring relevant information back to the department. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: Professor Veronica Gerace has been allocated 0.2 release time to focus on enhancing Black Student Success, which allows her to work on initiatives that specifically support the academic achievement and well-being of Black students. Additionally, she is directly involved with several equity-driven campus bodies (e.g., the Committee for Diversity Action, Inclusion, & Equity CDAIE), Assignments with Equity in Mind (AEM), Direct Black Student Success, Success Equity and Transformation (SET), etc.) which helps ensure that the Communication Studies department is up to date with best practices related to promoting student equity. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Professor Bryan Malinis is actively engaged in the LGBTQ+ Task Force, ensuring that relevant information and initiatives are communicated to our department. This involvement helps us stay informed and responsive to the needs of LGBTQ+ students within our Communication Studies community. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: Professor Sakeenah Gallardo serves on the Social Justice Committee, which reflects our department's dedication to promoting social justice and inclusivity within our curriculum and community. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Review all Communication Studies facilities, identify facilities-related barriers that may impair student success, and make any needed upgrades. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: We recently updated the digital projectors in all of the classrooms that are managed by Communication Studies. Our new projectors produce larger, brighter, clearer, more vivid images. Now, visual aids used by instructors or students alike will be easier to read/view by all students, especially those who may experience vision impairment. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: We recently replaced the digital video cameras in all classrooms that are managed by Communication Studies. Our new cameras produce recordings of student speeches in crisp video and clear audio, which is especially beneficial to students who may experience any type of visual or auditory impairment that cause them to miss details in lower-quality speech recordings. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: Lastly, we installed a new user-friendly thumb-drive port that students can use to quickly and securely retrieve copies of the speeches that they performed in class. This tool gives students the opportunity to review their speeches several times, which is especially useful for any student who struggles to fully-absorb content the first time the experience it. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 02/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Collaborate with the Learning Resource Center to develop a cache of equity-minded resources that we can 1) share with students **Action Plan Cycle:** 2023 - 2024	**Action Plan Update**: Professor Veronica Gerace is currently working in collaboration with our Equity Librarian, Dr. Edeama Jonah, to identify and close equity gaps in both our curriculum and the resources that we offer students. Through this process, we hope to create courses and classroom cultures that represents and empowers our diverse student population. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Prioritize In-Person Courses when Scheduling **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/27/2025 **Action Plan Update**: In keeping with our plan to improve equity by increasing the number of face-to-face classes we offer (which have higher success rates among groups which are typically impacted by equity gaps), our department significantly reduced the number of online classes offered during the Fall 2025 semester. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/03/2024 **Action Plan Update**: Knowing that the online modality widened our equity gaps, particularly among students of color, Department chair Bryan Malinis has been working to schedule more in-person classes each semester. As we restore our schedule to pre-COVID modalities, we hope to see the gradual closing of our equity gaps. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/03/2024 **Action Plan Update**: Online classes typically produce the largest equity gaps, so the FT faculty in our department voted to significantly reduce the number of online courses that we offer. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Review Equity Gap Data **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/27/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: We have made significant progress with reducing our equity gaps among certain groups. Equity gaps among "Latine" students (based on student success rates) were at -8.3% during the 2020/2021 academic year, but have dropped to 7.0% in the 2024/2025 academic year. This shows a 1.3% decrease in the equity gap for this group. The sample size for this group ranged from 134 - 141 students. Equity gaps among "Black/African American" students (based on student success rates) were at -8.3% during the 2020/2021 academic year, but have dropped to 7.2% in the 2024/2025 academic year. This shows a 1.1% decrease in the equity gap for this group. The sample size for this group ranged from 23 - 24 students. It should be noted that the two groups with the largest sample size showed the most consistent positive change. Other groups such as Pacific Islander, Native American, etc, experienced larger (and sometimes negative) shifts in their equity gap data. However, the sample size for these groups generally included 4 or fewer students, which makes the data far less accurate and/or meaningful. Overall, the data suggests that our department is making positive progress towards closing our equity gaps. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Goal 3: Increase enrollment in COMS 111, 104, 160, 170, & 180, by at least 50% before Fall 2024.

Unit Goal: Goal 3: Increase enrollment in COMS 111, 104, 160, 170, & 180, by at least 50% before Fall 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity

advancing (✓)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Work with Counseling on the best ways to promote the aforementioned courses. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2025 **Action Plan Update**: Professor Veronica Gerace worked with worked with counselors and the SDMC Communications Office on strategies to increase enrollment in COMS 170 and 180. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: The Communication Studies department partnered with Michael Temple and the Athletics department to develop special sections of COMS 103 Oral Communication and COMS 135 Interpersonal Communication that are specifically geared towards the needs of student athletes. In a pilot program, several sections were taught during the Summer of 2023 and are showing positive initial results. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop department handouts (print and digital) that provide course descriptions and recommended sequencing. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2025 **Action Plan Update**: Professor Scott Plambek created a Canvas module that professors can add to their Canvas classrooms. This module is meant to be completed towards the end of the semester. It encourages students to consider taking additional communication Studies Courses, provides information about ideal course sequencing, and provides a link to the class search tool and registration services. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/30/2024 **Action Plan Update**: We are currently developing and updating new promotional material that aligns with Cal-GETC and Common Course Numbering updates. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: We are currently in the planning phase of developing new promotional material. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Increase exposure to COMS courses by articulate more COMS courses to GE and transfer pathways. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/30/2024 **Action Plan Update**: Bryan Malinis continues his effort to articulate additional courses to more IGETC/CalGETC patterns, with priority given to articulating COMS 103 and COMS 160 for the Fall 2025 semester. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: Bryan Malinis and Kim Perigo are spearheading the initiative to articulate several of our courses to additional GE and transfer pathways. This includes courses like COMS 104 Advanced Public Communication, COMS 111 Oral Interpretation, COMS 160 Argumentation, and COMS 180 Intercultural Communication. The objective is to align these courses with a broader range of GE and transfer pathways, thereby increasing their appeal and accessibility to a larger student base. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Thoughtful Scheduling **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 11/27/2025 **Action Plan Update**: New Department Chair Veronica Gerace continues to employ the thoughtful scheduling initiatives that we begin during previous years. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/03/2024 **Action Plan Update**: This is being done through strategic scheduling. Department Chair Bryan Malinis has made efforts to ensure none of these classes go toe-to-toe with each other in the schedule so students will not be forced to choose one over the other. This is especially true for our Communication Studies majors as many of them must take a majority of these classes. Additionally, we have moved all of these courses back to the in-person modality. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Review enrollment data. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/27/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: An analysis of enrollment data has revealed the following information about enrollment trends for these courses: During the 2021/2022 academic year, our COMS 104 sections filled 45 out of 84 available seats (a 54% fill rate). During the 2024/2025 academic year, our COMS 104 sections filled 45 out of 56 seats (an 80% fill rate). While the fill rate for these classes has improved, the actual number of students enrolling in these courses has remained steady. During the 2021/2022 academic year, our COMS 111 sections filled 14 out of 28 available seats (a 50% fill rate). During the 2024/2025 academic year, our COMS 111 sections filled 15 out of 24 seats (a 54% fill rate). This data shows that enrollment for these courses has improved by 1 student. During the 2021/2022 academic year, our COMS 160 sections filled 61 out of 84 available seats (a 73% fill rate). During the 2024/2025 academic year, our COMS 160 sections filled 52 out of 56 seats (a 93% fill rate). While the fill rate for these classes has improved, the actual number of students enrolling in these courses has decreased slightly. During the 2021/2022 academic year, our COMS 170 sections filled 55 out of 70 available seats (a 79% fill rate). During the 2024/2025 academic year, our COMS 170 sections filled 65 out of 70 seats (an 93% fill rate). This data shows a significant increase to both the number of students enrolling in COMS 170 and the fill rate for this course. During the 2021/2022 academic year, our COMS 180 sections filled 66 out of 105 available seats (a 63% fill rate). During the 2024/2025 academic year, our COMS 170 sections filled 53 out of 70 seats (an 76% fill rate). While the fill rate for these classes has improved, the actual number of students enrolling in these courses has decreased slightly. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Goal 4: Add more COMS courses into the IGETC and CSU-breadth by Fall 2025.

Unit Goal: Goal 4: Add more COMS courses into the IGETC and CSU-breadth by Fall 2025.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Collaborate with our Articulation Officer and curriculum liaisons to apply for IGETC and CSU-breadth inclusion. Specifically, for IGETC: add COMS 160 (Argumentation) to Area 1B (Critical Thinking); add COMS 111 (Oral Interpretation) and 104 (Advanced Oral Communication) to Area 3 (Arts and Humanities); add COMS 170 (Small Group) and 180 (Intercultural) to Area 4 (Social and Behavioral Sciences). **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/03/2024 **Action Plan Update**: Bryan Malinis worked with Acting Articulation Officer, Adrienne Dines, to see if COMS 111 (Oral Interpretation) and COMS 180 (Intercultural Communication) could be approved for CalGETC. We learned that COMS 111 needs UCTCA approval first. Therefore, Bryan Malinis worked with Professor Dave Odasso to revise the Course Outline of Record. We submitted the revised course for both UCTCA approval and CalGETC approval in Areas 3A (Arts) and 3B (Humanities). Additionally, we learned that COMS 180 was never submitted for IGETC consideration in the past. Therefore, without the necessary feedback from the UCoP, we submitted the COMS 180 COR as-is for consideration in CalGETC Areas 3B (Humanities) and Area 4 (Social and Behavioral Sciences). Dr. Veronica Gerace has been collaborating with Bryan Malinis on the COMS 180 proposal. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/30/2024 **Action Plan Update**: Bryan Malinis continues his effort to articulate additional courses to more IGETC/CalGETC patterns, with priority given to articulating COMS 103 and COMS 160 for the Fall 2025 semester. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: Currently, Bryan Malinis is leading the effort to articulate additional courses—COMS 104, COMS 111, COMS 160, and COMS 180—to more IGETC/CalGETC patterns. To facilitate this process, he has joined the Curriculum Review Committee, gaining valuable insights into the curriculum review process at all stages. Furthermore, he is collaborating with the Communication Studies department chairs at City College and Miramar College. This collaboration aims to ensure that our proposed curriculum changes, which require intercollegiate alignment, receive approval across all three campuses.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Update Year: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Making Common Course Numbering Revisions **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 12/03/2024 **Action Plan Update**: Bryan Malinis has been working on the CCN revisions for COMM C1000 (formerly COMS 103). In collaboration with Shelly Hess at the District, as well as the COMS Chairs at Miramar and City, we came up with a revised course that we hope will be approved for Area 1C (Oral Communication) by fall 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Entering COMS 160 to Cal-GETC Area 1 B **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 12/03/2024 **Action Plan Update**: Last year, Bryan Malinis worked with Elizabeth Norvell (Articulation Office at City College) to revise COMS 160 (Argumentation and Critical Thinking) for approval in IGETC Area 1B (Critical Thinking) by fall 2024. The hope was that approval would be given so that the course would automatically be approved for CalGETC the following year. Unfortunately, the course was denied. This semester, Bryan is continuing to work with Elizabeth on revisions using feedback from the UCoP. We hope to have the course approved for CalGETC Area 1B (Critical Thinking and Composition) by fall 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 5: Increase recruitment to the COMS major by 40% by Fall 2026.

Unit Goal: Goal 5: Increase recruitment to the COMS major by 40% by Fall 2026.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Increase efforts to inform students about the COMS major. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2025 **Action Plan Update**: Professor Veronica Gerace has recruited an intern to help the department increase recruitment to the COMS major. The intern is currently working on a video which provides a basic look into the major. We are planning to work with additional interns in future semesters to help with recruitment. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: Our department has actively sought representation in multiple Academic and Career Pathways. Initially, we secured a place in five out of eight ACPs. Although this number was later reduced to two, we have successfully regained access to a total of three ACPs. This increased representation is a strategic move to enhance our visibility and appeal to potential Communication Studies majors. Being part of multiple ACPs allows us to reach a broader audience and showcase the versatility and relevance of our program. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Update classroom signage and marketing materials in the COMS-designated classrooms. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2024 **Action Plan Update**: We are currently in the planning phase of developing new promotional material. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Hire a full-time faculty member to help with continuous recruitment to the major. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2025 **Action Plan Update**: We were award another FT Faculty position during the 2024/2025 program review cycle and we are currently in the process of interviewing candidates. The new candidate will start during the Spring 2025 semester. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2025 **Action Plan Update**: The FT Faculty member that we hired during the 2024/2025 academic year has worked closely with our department chair to improve recruiting to our major. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/30/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: We earned a new full-time faculty member and are currently in the process of interviewing candidates. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Plan and host a recurring alumni panel event for students to learn and ask questions about the COMS major from COMS graduates. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2024 **Action Plan Update**: Kim Perigo has contacted the School of Communication at San Diego State University and is in the preliminary phases of discussing a possible joint Communication Studies Alumni and Career event, hosted by both San Diego Mesa College and San Diego State University. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Prioritize Teaching Modalities that Promote Recruiting **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 12/03/2024 **Action Plan Update**: Gradual increases in recruitment to the major have been made possible through the scheduling of more in-person classes. Students seldom declare COMS as a major through the online modality. It is in the live classroom that students realize their passion for communication, either through public speaking, or through interpersonal, intercultural, and small group communication exercises. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/03/2024 **Action Plan Update**: Pre-COVID, we had a total of 69 AA and AA-T degrees awarded in Communication Studies (2019-2020). That number sustained in the first year of the pandemic with 68 COMS degrees awarded (2020-2021). By 2022-2023, the number of COMS degrees awarded dropped to 42. Fortunately, through the return of in-person instruction and strategic scheduling, the number of COMS awards rebounded 28.6% to 54 in 2023-2024. We hope to see this upward trend continue into Fall 2026. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Goal 6: Approve at least one OER text for each COMS course by Fall 2025.

Unit Goal: Goal 6: Approve at least one OER text for each COMS course by Fall 2025.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Collaborate with our COMS librarian, Dr. Alison Gurganus and our OER librarian, Lisa Burgert, to review potential materials for OER adoption. Present potential OERs to the department for review. Once approved, add approved OERs to our course outlines. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/02/2024 **Action Plan Update**: Dr. Alison Gurganus is an incredibly ally of the Communication Studies department, as we are collaborating on several projects together. Currently, our top priority is completing the library research guides project. Once that is completed, we plan on drawing the focus of our collaborative efforts towards identifying OER textbooks. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Identify potential OER materials for COMS 103 Oral Communication and test them in a limited number of sections. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/30/2024 **Action Plan Update**: During the Fall 2024 semester, we collaborated with FT faculty from City College and Miramar college to add an OER textbook to the COR for COMS 103. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 02/02/2024 **Action Plan Update**: During the Spring 2024 semester, Professor Scott Plambek will begin testing OER material for COMS 103 Oral Communication. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Identify potential OER materials for COMS 135 Interpersonal Communication and test them in a limited number of sections. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/27/2025 **Action Plan Update**: Professor Jayla Lee has tested the use of OER textbooks in COMS 135. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/30/2024 **Action Plan Update**: During the Fall 2024 semester, Scott Plambek test an OER textbook in COMS 135. He continues to test and refine the OER materials used in this course, with the ultimate goal of making them more widely available for department use. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 02/02/2024 **Action Plan Update**: During the Fall 2023 semester, Professor Das Odasso and Professor Scott Plambek tested OER material for COMS 135 Interpersonal Communication across multiple sections. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Identify possible OER material for use in COMS 160. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/27/2025 **Action Plan Update**: Professor Kim Perigo has implemented the use of cost-free materials in COMS 160 Argumentation. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Goal 7: Explore opportunities for additional course offerings that could meet the evolving interests and needs of our student population and service area.

Unit Goal: Goal 7: Explore opportunities for additional course offerings that could meet the evolving interests and needs of our student population and service area.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Explore the viability of offering Honors sections of COMS 103 and COMS 135. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: We are investigating the option of introducing designated Honors sections in courses such as COMS 103 and COMS 135. These Honors sections could enhance the academic environment as they provide a platform for students to delve deeper into the subject matter, engage in more rigorous academic discussions, and develop critical thinking skills at a higher level. Also, as our department sees an increase in UC-bound transfer students (with the implementation of Cal-GETC) we may see a greater demand for more challenging courses and coursework. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Explore the viability of developing and offering a political communication course. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: Additionally, we are exploring the opportunity of offering a Political Communication course. Professor Kim Perigo specialized in Political Rhetoric while earning her master's degree at San Diego State University, and she has since been engaged in advocacy and policy development at the state level in California. Her experience makes her uniquely qualified to develop and teach political communication courses that help students develop a familiarity with the subject matter that is both theoretical and practical. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Collaborate with the Health Information Management Bachelorette to offer an upper-division section of COMS 401 Advanced Communication Skills for Healthcare Professionals.	**Submission Date**: 02/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2023 - 2024	**Action Plan Update**: Professor Veronica Gerace is currently leading the development and instruction of COMS 401 (Advanced Communication Skills for Healthcare Professionals), an upper-division course that is offered through our Health Information Management bachelorette program. As a pre-curser to this, Dr. Gerace also developed and taught a specialized section of COMS 135 (Interpersonal Communication) with a health focus, which has been integrated into Allied Health programs, such as the Health and Wellness Coaching program. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Explore the viability of developing and offering an environmental communication course. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 02/02/2024 **Action Plan Update**: Professor Scott Plambek is exploring the possibility of offering a course in Environmental Communication. An Environmental Communication course could become integrated into Mesa College's Associate of Arts in Sustainability and Certificate of Achievement in Sustainability programs, thereby generating a more comprehensive set of course options for students interested in sustainability studies. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track